DOCUMENT RESUME

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TITLE	Social Science for the Contemporary Classroom. Description of Teacher Inservice Education Materials.
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DESCRIPTORS	*Elementary Secondary Education; *Inservice Teacher Education; Instructional Materials; Problem Solving; *Social Sciences; *Social Studies; Social Values; *Validated Programs

ABSTRACT

The inservice teacher education course described is intended for the use of elementary and junior high school teachers, both preservice and inservice, who wish to update teaching of social studies. The contents of the modules are outlined. Activities and resources involved in use of the modules are described, and ordering information is provided. A critique of the materials is included. (JD)

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DESCRIPTION OF TEACHER IN-SERVICE EDUCATION MATERIALS

A. SUMMARY INFORMATION

Title: SOCIAL SCIENCE FOR THE CONTEMPORARY CLASSROOM

Publication Date(s): Copyright 1973

Intended Users: Teachers, preservice and inservice who wish to update teaching of social studies

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Grade Level(s): Elementary/Junior High

Number: Group and individual

Primary Focus: "It is a blend of theory and practice that presents a unified view of the most important changes in social studies education."

School subject(s) and/or in-service topic(s) covered:

Social studies for survival, conceptual learning, values, development of skills, evaluation and inquiry are the in-service topics covered.

What participant does in using the materials:

Participants listen to presentations on the TapeTalks (each 25 to 30 minutes) and take brief notes. Discussion/work sessions follow. These include group problem solving and individual worksheet completion. Emphasis is placed on applying information gained to teaching strategies.

Resources: Materials include:

Six cassettes,
Participant's Guide,
Response Booklet - Worksheets (one per participant),
Leader's Guide (6 pages).

Describer critique:

These materials are extremely appropriate for their stated purposes. They present a great deal of information, involve teachers in group interaction, and direct participants to application of new information to teaching strategies.

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inquiry/problem solving - values

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B. IN-DEPTH INFORMATION

Title: SOCIAL SCIENCE FOR THE CONTEMPORARY CLASSROOM

Publication Date(s): Copyright 1973

Intended Users: Teachers, preservice and inservice, who wish to update teaching of social studies

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Number: Group and individual

Primary Focus: "It is a blend of theory and practice that presents a unified view of the most important changes in social studies edication."

1.0 PURPOSES: The developer states:

"The Rationale In developing this program for the classroom teacher, three fundamental questions were asked:

1. What can teachers best learn through the expository method, through an explanation provided by taped talks?
2. What can teachers best learn by exchanging ideas among themselves?
3. What can teachers best learn on their own through independent study?"

The Purpose of the Program is explained under five headings:

Comprehensive view of change,
Building new teaching competencies,
Using cooperative group-work techniques,
Encouragement for program change and improvement, and
Identifying individual needs

"The primary purpose of this program.. is to provide the teacher with a comprehensive view of the changes in social studies education... The program... introduces the teacher to new teaching techniques and strategies and to diversified, innovative materials."

Performance Objectives are listed under each of the major topics in the Participant's Guide. Examples are:

"To develop a teaching strategy based on the valuing process
"Participants write questions that promote the thinking skills, and
"To identify what is being evaluated in given test situations."

2.0 CONTENT -- Scope and Sequencing of Topics:

Six topics are covered in the TapeTalks (25 to 30 minutes each):

Social Studies for Survival

Conceptual Learning

Values

Development of Skills

Evaluation

Inquiry

TapeTalks can be used individually, and their order can be varied.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main in-service activities:

In preparation for listening to the TapeTalks, participants read "the objectives, procedures, overview of follow-up activities, supplementary materials, and topical outline of each talk." As they listen, they take brief notes.

Discussion/work sessions follow each listening session. "Suggested activities are provided by a combination of taped material (directions and analyses taped on side B of each cassette) and worksheets printed in the guide. For each talk, two involvement activities have been structured to reinforce important understandings and to help teachers apply understandings to teaching situations."

3.2 Help given in use of product:

The Leader's Guide (6 pages) provides all instructions necessary for completing the program.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

Answers to involvement activities, plus an analysis of activity outcomes, are provided on Side B of each cassette.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended:

Required are:

Cassettes, Cassette player, Leader's Guide - One per group;

Participant's Guide, Response Booklet - One per participant; and

Approximately 12 hours (One two-hour session every two weeks recommended).

Recommended are numerous "Selected Readings", which are listed under each topic.

5.2 Distributor name/address:*

Eastern (office)
Silver Burdett Co.
250 James Street
Morristown, N.J. 07960

Telephone: (800) 631-8081 (Toll free outside N.J.)
(201) 285-8000

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
SOCIAL SCIENCE FOR THE CONTEMPORARY CLASSROOM	$60.48 (total)	No	1/group	Yes
Single cassette	10.23	No	1/group	Yes
Participant's Guide	3.33	No	1/participant	Yes
Response Booklet	1.50	No	1/participant	No

*Midwestern
Silver Burdett Co.
1900 East Lake Avenue
Glenview, IL 60025
Telephone: (312) 729-5490

Southeastern
Silver Burdett Co.
3109 Maple Drive, N.E.
Atlanta, GA 30305
Telephone: (404) 237-3903

Western
Silver Burdett Co.
2450 Embarcadero Way
Palo Alto, CA 94303
Telephone: (415) 327-4081

Southwestern
Silver Burdett Co.
8301 Ambassador Row
Dallas, TX 75247
Telephone: (214) 631-5185

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

Rita Watrin
The Catholic University of America
Washington, D.C.

Elmer Williams
University of Georgia
Athens, Georgia

6.2 How developed and when:

Dr. Watrin originally developed the materials for use in workshops which she conducts for teachers. Over a period of approximately five years she used the materials, gained feedback from teachers, and made revisions. She then signed a contract with Silver Burdett for their publication, and Dr. Williams was brought in as a collaborator for making final revisions.

6.3 Evidence of effectiveness with users:

Both Watrin and Williams have used the material in their undergraduate and graduate courses at Catholic and Georgia Universities respectively (since its release in 1973.) Ms. Watrin collected data on the experiences of around 30 practicing classroom teachers from the D.C. metropolitan area in using this product. Results were based on the evaluations turned in by teachers from three different courses. This review is discussed in 4.0 of this description. Results from this feedback are available from Ms. Watrin.

C. DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

These materials are extremely appropriate for their stated purposes. They present a great deal of information, involve teachers in group interaction, and direct participants to application of new information to teaching strategies.

The TapeTalks are intended to be used as a package, but may be used individually. An in-depth study of each of the topics presented could be made by taking advantage of the resources listed.

The technical quality is excellent. The tapes are clear; different voices are used in order to maintain interest. The manuals are attractive and easy to follow.

Content accuracy/social fairness/community acceptance issues:

The TapeTalks and accompanying resource materials provide a comprehensive introduction to the so-called "new social studies."

Social fairness is not an issue. (Both male and female narrators are used.)

Community acceptance would be an issue only in those communities where new directions in social studies education are questioned or debated.

Overall summary/comment:

These are sound materials for teachers who wish to learn about theory and practice in the new social studies. They are very informative, and the related activities are useful and worthwhile.